

SUMMARY OF PERFORMANCE (SOP)

Instructions

Purpose:

The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Improvement Act of 2004. The law states:

For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility, the local education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals”.

The SOP is important to assist the student in the transition from high school to higher education, training and/or employment. The information about the student’s current level of functioning is intended to help postsecondary institutions consider accommodations for access.

The SOP must be completed during the final year of a student’s high school education. The timing of completion of the SOP may vary depending on the student’s postsecondary goals. In many situations, it may be most appropriate to wait until the spring of a student’s final year to provide an agency or employer the most current information on the performance of the

student. Although not required, it is most useful when linked with the IEP process and the student and parents have the opportunity to actively participate in the development of the SOP.

Background Information:

Complete this section as specified. Most of this information can be obtained through a review of the student's special education file.

Postsecondary Community Agency Contacts and Supports:

This section is **optional**. If you choose to complete this section, understand that the contact information provided in this section could be based on the student's immediate needs post-graduation, aging-out or on potential future needs.

Student's Postsecondary Goals:

Complete this section as specified. This information can be provided by simply bringing forward from the student's IEP those measurable postsecondary goals already identified. Most importantly, the goals must be based on a "transition assessment". This will provide the basis for accurately identifying the academic achievement and functional performance of the student. PLEASE LEAVE BLANK ANY PART OF THIS SECTION THAT IS NOT APPLICABLE TO THE STUDENT.

Summary of Performance:

Complete this section as specified. This section contains two critical areas:

Academic Achievement and Functional Performance. Completion of this section may require the input from a number of school personnel including the special and regular education teachers, school psychologist or related services personnel. It is recommended, however, that one person from the IEP team be responsible for gathering and organizing the information on the SOP. It is important for the student to understand the information in this section so that he/she is prepared to convey it at postsecondary education or training facilities and/or places of employment. It is also valuable for adult service providers who are assisting the student in obtaining further training, education, employment and/or independent living. PLEASE LEAVE BLANK

ANY PART OF THIS SECTION THAT IS NOT APPLICABLE TO THE STUDENT.

Recommendations:

Complete this section as specified. Provide suggestions for developing an action plan that will assist the student in meeting their postsecondary goals.

PLEASE LEAVE BLANK ANY PART OF THIS SECTION THAT IS NOT APPLICABLE TO THE STUDENT.

Signature:

Obtain the signature of the student after he/she has reviewed and agrees with the content of the SOP.